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AUTHOR Hellwege, Nancy C.; Sell, Irene L.
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ABSTRACT

This manual, together with the continuing education or inservice teacher workshops for learning the Systematic Integrated Teaching/Learning Approach (SITLA), can help teachers use different approaches to work effectively with a population of adults 18 years and older who are enrolled in special education classes, college-based developmental skills courses, job training classes, vocational schools, and other educational programs, and specifically have serious deficiencies in reading, writing, mathematics calculations, verbal skills, and abstractions. The manual contains four sections. The first section describes characteristics of people who process information simultaneously, rather than sequentially. It explains that physiological difficulties prevent some adult learners from learning to read and write properly. Integrated learning involves learning in which seeing, hearing, speaking, doing, and experiencing are continuously interrelated. The next section illustrates the systematic integrated teaching/learning approach in practice. Selected portions of national television news broadcasts are videotaped for classroom use and include photocopies of newspaper accounts of the same topic. Television news presentations and newspaper reports provide the teacher with relevant material from which class assignments are generated. Through video viewing, choral reading, discussion, dictation, self check, homework, and follow through, reading and writing skills are successfully learned. The third section explains the use of materials that can be manipulated to provide experiences that help students understand and make connections between math problems and number symbols. The fourth section asserts that attitudes are caught not taught. These adult learners must be helped to discover that they are intelligent people who can learn to read, write and compute when the way in which they are taught matches their learning style. (NLA)

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SOUTHEAST FLORIDA TRAINING CENTER
FOR ADULT LITERACY EDUCATORS
Miami-Dade Community Campus, North Campus

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FOR DIFFERENT FOLKS

Nancy C. Hellwege
with
Irene L. Sell

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DIFFERENT STROKES FOR DIFFERENT FOLKS

Written By
Nancy C. Hellwege, Ed.S.
Educational Consultant
President, Learning Power, Inc.
and
Irene L. Sell, Ed.D.
Professor, Long Island University

Southeast Florida Training Center For Adult Literacy Educators
Miami-Dade Community Campus, North Campus
11380 N.W. 27 Avenue, Room 1317
Miami, Florida 33167
(305) 347-1155

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INTRODUCTION

This manual is for teachers of people 18 years and older who are enrolled in special education classes for adults, college-based developmental skills courses, job training classes, vocational schools, and other educational programs. Adults who come to the classroom situation demonstrating deficiencies or experiencing problems in acquiring the basic reading, writing, and math calculation skills will be assisted. Through this manual, this population of persons, who seem unable to learn and who often are viewed as functional illiterates and academic failures, will achieve the ability to learn basic skills.

Many of these people, however, are bright, intelligent, creative individuals. They are the "diverse folks" whose intelligence is of a non-verbal, non-sequential variety. Their kind of intelligence usually is not acknowledged or measured through standard intelligence tests which reflect the values of a verbal, abstract, sequential academic world. The thinking and information processing of *diverse folk* is simultaneous or holistic. They are deductive, concrete, visual, creative, and have good spatial abilities. They tend to be non-verbal problem solvers who mentally integrate and synthesize many parallel pieces of information at the same time. Often they have difficulty comprehending written as well as spoken language.

Although they may actually possess knowledge about a topic, they are frequently unable to demonstrate this knowledge and fail tests because the testing format requires the use of verbal skills, verbal abstractions and sequencing abilities.

All of these descriptors provide a composite characterization of *diverse folks*—those simultaneous thinkers, learners, and information processors who are found at the extreme end of a normal distribution curve. These are the

folks for whom effective learning requires diverse strokes.

This manual, together with the continuing education or in-service workshops attended by teachers for the purpose of learning the Systematic Integrated Teaching/Learning Approach (SITLA), can be instrumental in helping teachers use different strokes for more effective work with a population of adults who have serious deficiencies in reading, writing, and mathematic calculations. As persons learn how to learn through SITLA, progress in areas of deficiency will occur. When students progress, they begin to feel better about themselves. Good feelings about the self help to raise self-esteem and enhance a person's self-concept—all ingredients necessary for success.

It needs to be remembered that while SITLA is appropriate and can be beneficial for students with a variety of abilities (or inabilities), it is essential for this diverse group to learn if they are to experience success in school, at work and in personal and social relationships.

Human beings require both simultaneous and sequential abilities. Integration is the key. Persons at one extreme or the other of a "normal distribution curve" often are in trouble, although extremely sequential people usually have little noticeable trouble in academia because they fit so neatly into the present system. It is the diverse groups at the simultaneous end of the curve that are at a severe disadvantage because the system does not accommodate them. In fact, the system often dismisses, discards or gives up on them—and then these people often give up on themselves. Through the use of Systematic Integrated Teaching Learning Approach (SITLA), however, many of these people can be helped to recognize and draw upon their own resources and areas of strength. Through learning about and overcoming their own handicaps, they can become constructive, creative, contributing and productive members of society.

CHARACTERISTICS SHARED BY DIVERSE FOLKS— SIMULTANEOUS PROCESSORS OF INFORMATION

Persons who are simultaneous processors share a number of characteristics that are important for instructors to take into consideration if teaching and learning success is expected when working with this group of adult learners. In general, simultaneous processors experience little success in academic situations. They are persons who pose problems for themselves, their teachers, and the academic setting because they cannot learn from the sequential way in which teachers in traditional school systems instruct students. Since the majority of students in any school system seems to be able to learn through or with the inductive teaching methods and strategies commonly used, few educators see any need to change or modify the system. *Diverse folks*, simultaneous processors of information, are commonly perceived to be students who have failed themselves rather than students who have been failed by the system. Acknowledgement of the possibility that the system did fail the students (or contributed to their failure) requires a look at the system and consideration that there may be alternative ways to teach students—ways that would help to reduce the number of student failures, whether one perceives the student, the teacher or the system to be at fault. *Diverse folks* think and process information simultaneously. They are holistic, visual, deductive, experiential learners, and non-verbal problem-solvers. They are unable to learn by inductive methods; yet they are enrolled in school

systems where almost all teaching is done in this manner — a system in which it is presumed that all students have the verbal skills necessary for facilitating understanding, have the ability to sequence, and the ability to see relationships and make connections. The assumption is false because the ability to sequence is not a natural phenomenon. It must be taught, and *diverse folks* have not been taught how to sequence. Their verbal skills are inadequate, and they are unable to make connections or see relationships without being taught to do so. They have hidden visual and auditory handicaps which interfere with their comprehension of written and spoken language. A variety of other characteristics pose problems for persons who are simultaneous processors, but the most pronounced and troublesome are the inability to sequence and the inability to make connections or see relationships, along with hidden visual auditory handicaps.

Seventy-five percent of current academic curricula involves sequential processing which emphasizes inductive, consecutive, step-by-step, ordered bits of information. It requires the use and understanding of written as well as spoken language, chronological order and time conceptualization. Sequential processing is alien to *diverse folks* who solve problems best by mentally integrating and synthesizing many parallel pieces of information at the same time. Simultaneous thinkers solve problems non-verbally. For them language is not a necessary ingredient because of their visual imagery, spatial arrangement skills, and ability to visualize the whole. *Diverse folks* can learn how to sequence but need to be taught how. Teachers must start with the whole and then move to the parts, for these people are unable to arrive at the whole by starting with the parts. The ability to sequence is essential for effective living. An inability or difficulty in sequencing is demonstrated by simultaneous processors who cannot alphabetize; are unclear about before and after; show vagueness or non-differentiation of past, present and future

through the incorrect use of verb tenses in speaking and writing; and cannot arrange symbolic numbers in logical, sequential ascending or descending order. They are unable to arrange their day, their desk and their written work without difficulty or assistance. Faulty time conceptualization results in inappropriate allocation of blocks of time for accomplishing tasks and contributes to problems resulting in lateness to work, missed appointments and failure to meet deadlines. These behaviors often are attributed to student disinterest, rebelliousness, irresponsibility, or a general negative attitude when, in reality, such behaviors are or may be a reflection of the difficulties *diverse folks* have with the concept of time and perceptions.

The sequential world of verbal concepts, ideas, abstractions and generalizations, is difficult for the simultaneous learner to grasp. *Diverse folks* do best when dealing with a concrete, physical, experiential world that can be seen, touched and manipulated. They lack the ability to make connections and to generalize; to combine old learning with new; and to use or apply rules they "learned" and can repeat with ease but are unable to apply to actual situations in an appropriate fashion. They are unable to categorize persons, places, things, ideas or see relationships between and/or among them. Seeing how the past present, and future can be interrelated is problematic. An inability to make connections and difficulty in seeing relationships create many potential problems in their personal, family, school, work and social lives because they cannot project or anticipate the likely consequences of their behavior.

If *diverse folks* are to be assisted in making connections, in seeing relationships, and in gaining an understanding about the ways in which words, actions and responses are interconnected or interrelated, it will be necessary to provide concrete experiences that are accompanied by spoken and written explanations, demonstrations and practice opportunities.

Through SITLA, *diverse folks* can be helped to acquire these skills. Faulty vision — near-sightedness or far-sightedness which can be remedied by properly prescribed eyeglasses or contact lenses — generally is associated with problems of acuity.

Acuity is not the significant problem for *diverse folks*. Even when corrective lenses are needed and prescribed, they may have little influence on hidden visual handicaps if adjustments for poor saccadic and convergence difficulties are not made, and deficiencies in discrimination abilities are not addressed.

Saccadic refers to the rapid, left-to-right sequence of eye movements involving a repeating pattern of fixation, movement and refixation across a printed line. It requires both eye muscle systems to work in a smooth, coordinated balanced fashion for the reader's eye to remain unerringly along a line of ever-changing word and symbol targets. Such eye muscle coordination is essential if a person is expected to learn how to read as well as to understand what has been read.

Most *diverse folks* who have difficulty in reading and in comprehending what they have read are persons with poor saccadic—their eye muscle systems fail to work together in a harmonious, well coordinated manner. Their reading deficiencies often are not recognized as being related to this physiological condition of poor eye muscle coordination. When eyes jerk and jump while reading a line of print, overshooting results and the reader does not see all the letters, symbols, or words.

Since the reader fails to "see" all that actually is written on the printed lines, what is read may not make sense and comprehension is reduced. The inability of the eyes to progress forward smoothly results in undershooting which is exhibited by back tracking and excessive repetition of words already read.

Feelings of frustration and failure are experienced

because the student is unable to read. Often students begin to feel and to believe they are stupid, and the teacher frequently concludes that the student is intellectually impaired. In reality, the students are being asked to do something that is impossible for them to do without their hidden visual handicap being addressed and corrected.

Another physiological condition which interferes with the ability of these simultaneous processors to acquire reading and writing skills is faulty eye muscle development and/or weak muscle control which produces under-convergence or over-convergence.

Poor convergence creates all kinds of problems, especially in the classroom setting. When the eyes are unable to meet to sustain focus at near vision points, an irritating, blurred effect and sometimes double images of the written material are experienced by the student. In attempts to rid themselves of the unpleasant sensations, the readers may squint, make facial grimaces, manipulate the book or reading material in strange ways, or refuse to continue reading. These behaviors sometimes are interpreted negatively as student disinterest, unwillingness to concentrate, or deliberate attempts to disrupt.

Some *diverse folks* attempt to solve their convergence problem by covering or shutting one eye. This kind of solution is hazardous because, if practiced with regularity, the vision in the closed eye will deteriorate. Eye muscle development exercises can be instrumental in correcting convergence problems, but first the problem must be recognized. Low test scores on examinations which require students to bubble in answers on a computer card may be more a function of poor tracking and convergence difficulty than non-knowledge of subject matter for many *diverse folks*.

Visual discrimination requires learning how to use the eyes to recognize subtle differences. It is a skill which needs to be acquired and refined. These adults do not pay attention

to details and have a great deal of difficulty in noticing subtle differences. For example, they may not differentiate the letter *m* from the letter *n*, may read the word *them* for *then*, and the word *halt* for *hall*. These adults must be helped to develop and refine discrimination skills through verbal explanations which are accompanied by illustrations, concrete examples, and practical exercises. Difficulties often extend into their personal, work and social lives as well. When conversing with another person, for example, *diverse folks* take little notice of facial expressions or body language. Therefore, they often miss valuable cues which could help them to make appropriate, well-timed responses when shifts in an interpersonal climate or mood begin to take place. The following scenario illustrates the point. Simultaneous learner, Jim, is talking with Bill. After a short period of joking, Bill's facial expression and body language indicate beginning annoyance. Jim takes no notice of the cues and continues joking with Bill. Bill erupts in anger and walks away. Jim is surprised at the reaction and is unable to understand why Bill is angry. The inability to discriminate and to notice subtle differences probably contributes to the various social failures people like Jim might experience. They do not easily see how their behavior is connected to the consequences.

Acquiring the ability to read, to write and to spell correctly is related to the ability to process information in a left-to-right and top-to-bottom directional sequence except for arithmetic computation which is the reverse. The direction in regular classroom teaching and materials is presented left-to-right and top-to-bottom. The presentation is based on the assumption that students automatically process information in these directions. However, the assumption is false because adults who do not have this skill are often confused about directionality and need to be taught how to move from left to right and top to bottom. This directional sequence is essential for correct perception of words and symbols these adults

encounter in print or written format. When the directional sequence is not used, the letter *b* for example becomes *d*; the symbol *7* may be seen as an *L*; the word *saw* is misread for *was*; *on* is taken to be *no*; and instead of *tub*, the word is read as *but*. This reversal and rotation of perceived symbols contributes in a large part to the reading, writing and spelling failures that "simultaneous people" experience. These adults read what they see, but because they are directionally confused, what they "see" is what they read, write or spell, and is not what is actually present. Often neither teacher nor student know what is causing the problem.

Auditory skills involve the ability to process sound in a left-to-right listening pattern, to discriminate between sounds and to selectively attend to sounds. The hidden auditory handicaps of *diverse folks* are related to problems in these areas. Like their hidden visual handicaps, their auditory handicap is not hearing acuity but is related to how and what is heard. Hidden auditory handicaps cannot be detected through conventional hearing tests which are conducted in a sound-proof room or booth where hearing ability is related to volume and intensity of sound measured in decibels. When the results of hearing tests indicate that hearing is normal, the search for a learning problem that might be related to hearing difficulties usually ends. The problems of sound discrimination and selective attention are the most common auditory handicaps these people have, and are most problematic in situations when the spoken word is used.

Diverse folks can become successful, comprehending readers and writers. However, it is essential that teachers realize that simultaneous processors require a different approach in order to acquire these skills. "Different strokes for diverse folks can be the key to integrated learning — learning in which seeing, hearing, speaking, doing, and experiencing are continuously interrelated and integrated.

PUTTING THE SYSTEMATIC INTEGRATED TEACHING/ LEARNING APPROACH INTO PRACTICE

Many children with a variety of difficulties in learning have been helped to learn how to learn and to achieve or improve reading, writing, spelling, problem-solving and other skills necessary for school success through the Systematic Integrated Teaching/Learning Approach. Success for *diverse folks* can also be expected. Any modifications that have been made for them simply take into account that they are people who first must be treated and respected as fellow adults.

The "official texts" for the adult learner's reading and writing class are selected portions of on-site national television news broadcasts which are video-taped for classroom use, and photo-copies of newspaper accounts of the same topic, event, or issue.

Thoughtfully chosen, a four-to-seven minute television news presentation and newspaper reports of stories no longer than the equivalent of three double-spaced typewritten pages provide the teacher with current, interesting, informative and relevant material from which numerous teaching/learning classroom activities and homework assignments can be generated. Such "texts" are appropriate for a diversified group of adults whose deficiencies in reading and/or writing do not signify lack of intelligence.

With texts that are ever current, student thinking is stimulated, discussion is facilitated, and areas of knowledge are enlarged. Topics can focus on health, politics, economics, sports, the environment and a host of other subjects that have relevance for students in the group. By listening to television newscasts, students can hear English spoken correctly while they see what is happening. Newspaper accounts serve as examples of correct written format. Video-view and newspaper exercises serve as a source for vocabulary enrichment as students learn that different fields have their own terminology or use words in special ways. Through use of sight, sound, and print media, a variety of systematic, integrated teaching strategies and learner activities can be used to help students understand how thinking, speaking, reading and writing are essential, inter-connected factors that are vital for effective communication in their personal, family, social and work lives.

THE READING AND WRITING ACTIVITIES CYCLE

Teachers must remember that in working with *diverse folks*, instruction or directions have to be given orally, stated in writing and demonstrated if these students are expected to understand what the teacher wants of them and asks them to do.

VIDEO VIEW

Systematic, integrated teaching/learning activities for *diverse folks* are initiated by having students view a video tape of a selected on-site national television newscast. Objectives for the class session determine what kind of comments, directions or illustrations are appropriate for the teacher to make prior to the viewing.

CHORAL READING

The photocopied newspaper version of the news item

is read aloud in unison with students encouraged to use finger-pacing. The teacher leads the reading and serves as a model for correct pronunciation, meaningful phrasing, rhythm, word flow and inflection. Choral reading gives students an opportunity to practice speaking the language correctly by mimicking the teacher and hearing themselves speak. Embarrassment, which is often experienced when an unsure, hesitant student is asked to read aloud to others, is avoided. Word recognition is promoted as students begin to connect the word they see on the printed page with the spoken word they hear as they read.

DISCUSSION

Comments, questions, and general discussion about the content of the newscast and newspaper item are initiated by the teacher and/or the students. Active oral participation and attentive listening are expected of all class members. The teacher facilitates discussion with comments or questions designed to determine the student's level of comprehension, and the student's ability to make connections from what is seen, heard and read.

Through discussion of the television coverage and newspaper report, which involves seeing, hearing, listening, reading, thinking and feeling, students are helped to discover many things. Students learn that events have sequence; that actions have consequences; that "something" does not occur in isolation but has multiple interconnections and interrelationships among and between people, places, things, events and responses; and that reports and stories have a beginning, a middle and an ending. Discussion helps students to see ways in which reading, writing and speaking are connected to each other as well as to their own thoughts, feelings and actions.

Discussion also provides the teacher with cues about the learning needs of students in a particular class and serves

as a guide for planning class sessions in which "text" material can be used to focus on grammar, parts of speech, punctuation, sentence structure, essay writing or any other relevant factor that facilitates learning and makes a reading-writing-speaking-thinking connection. Discussion can serve as a vehicle for helping *diverse folks* to gain or enhance social interaction skills in which they often are weak.

DICTATION

Keeping the objectives for the class session in mind, the teacher uses a 12 to 20 sentence segment of the newspaper account for the dictation exercise. The teacher reads the selection in a clear, distinct, well-modulated voice. Pauses, stops, and voice inflection are used to convey a sense of meaning and to enhance comprehension. Explicit punctuation and capitalization directions are not given. Cues for the use of capital letters, periods, commas, question marks, and quotation marks are provided by voice inflection. Repetition of what has been dictated is not advocated after the second dictation exercise.

Dictation requires the student to listen, understand, make judgments, remember and perform a motor activity almost simultaneously. Dictation requires the student to discriminate word sounds and provides students with an opportunity to practice the act of writing in a grammatically correct, properly sequenced format. The dictation exercise involves skills which, when modified, can be helpful to students in situations where note-taking is an important and necessary activity. Taking notes of a lecture, for example, requires listening skills, selective attention, sound discrimination and a decision about what to write.

SELF CHECK

Upon completion of the dictation, students compare what they have written against the segment of the newspaper

account the teacher dictated. Students are instructed to highlight every spelling error and to make all other corrections by using a pen or pencil of a different color from their first dictation. Omitted words or punctuation marks are inserted. After writing each word correctly, students enter the corrected *words on their personal* spelling list which becomes part of their homework assignment. Through the self-check exercise, the teacher helps students see the need for and value of proof-reading whatever they write — whether for school assignments or personal business.

The self-check idea aiso can be connected to the importance of reading things such as sales agreements or loan applications before they are signed.

HOMEWORK

Spelling skills and vocabulary enlargement are the basic, on-going, out-of-class activities for which students are held responsible. The activities involve defining five to seven words the teacher selects from the "text" and assigns each class meeting, and spelling all the words on the personal spelling list correctly by the next class meeting.

Students are taught the Brightway square technique for spelling success. The technique (fully explained and demonstrated in Simultaneous Integrated Teaching/Learning Approach workshops) consists of making a configuration of the word by representing every letter in the word with blank or colored squares.

Students discover that use of the technique helps them to learn and to remember how to spell a word correctly.

The vocabulary enlargement assignment requires the preparation of one index card for each word on the vocabulary enlargement list. On one side of the index card, only the individual word is written. On the reverse side, three entries are made. First the student sketches, draws or makes a pic-

ture which indicates the student's personal understanding or definition of the word.

Second the student writes a personal, non-dictionary definition of the word. Third, the student writes a sentence in which the word is used correctly. Completion of the basic homework assignments are expected and necessary for meaningful follow-through activities.

Teachers who want to add to the basic homework in order to meet other objectives must remember that oral and written instructions may be insufficient to facilitate understanding by *diverse folks*. Directions and explanations should be accompanied by demonstrations which show how to do what the teacher wants them to do.

FOLLOW THROUGH

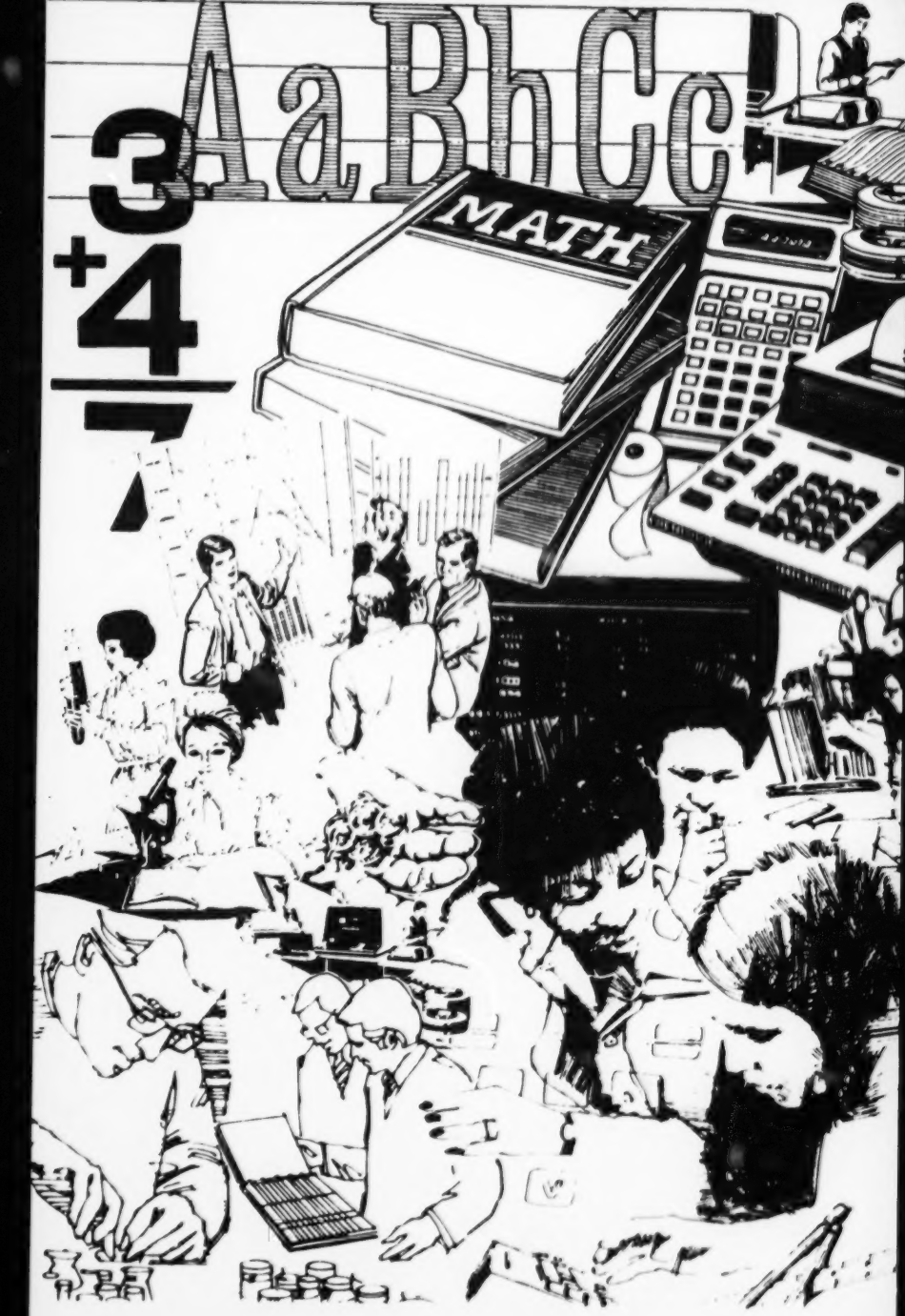
Students come to class with completed homework and are paired, exchange their personal spelling lists, and test each other for correct spelling. Vocabulary work is shared with the entire class as students draw or sketch "pictured words" on the blackboard, and share and demonstrate their understanding of vocabulary by the sentences they have written using the words in context.

The teacher reserves time for any comments, questions or concerns related to the homework or the prior class session's teaching/learning activities. Attempts to resolve any problems are made before the reading and writing activities cycle is started again.

The reading and writing activities cycle can be considered the basic format for helping *diverse folks* acquire reading and writing (as well as listening and speaking) skills. The format can be adapted for job-training and vocational school classes where the majority of students is likely to be simultaneous processors, and special procedures, technical skills or specific hands-on activities must be learned. The modification requires substituting the video of on-site

television news with a video or actual demonstration of the skill, technique or procedure to be learned. The photocopied newspaper items should be replaced with technical manuals and photocopies of aspects of a procedure or technical skill to be acquired that include written directions and commentary with pictures or illustrations.

With these modifications, the reading/writing activities cycle can be applied to classes where reading and writing skills also are needed for true understanding of procedures or techniques that must be learned and acquired. A note of caution — in job-training or vocational school classes, there likely will be skills or procedures which cannot be completed in one class session. When this holds true, it is important for students to be shown or presented with the entire skill or procedure to be learned. Then, only after the presentation of the whole, should the different aspects of its sequential parts be examined and taught.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MATH

PRACTICAL MATH FOR PRACTICAL PEOPLE

Too often teachers take for granted that the vocabulary commonly used in teaching arithmetic and mathematics is known and understood by all students. Terms such as *integer, fraction, sum, reciprocal, equal* and *multiple* are often used as teachers explain how to do math calculation. Unless students have a clear understanding of the meanings of these terms, they cannot be expected to grasp the concepts, rules or principles necessary to make the correct connections between language and mathematical symbols. A lack of understanding or comprehension, the inability to sequence, and difficulty in following written or oral instructions needed for computation have contributed to the problems with math that many of these people have experienced.

The fact that many of these adults have average or above-average ability in math may be obscured by the "peculiar" ways they approach and solve a problem. They may arrive at the correct answer to a math problem, but, because they are unable to show their work, credit for their solution is not given. This is a very confusing situation for persons who are told they are wrong when their answers are right. Being unable to demonstrate their knowledge in timed test-taking situations, they were not permitted to enter accelerated math classes; however, many of these individuals, given the opportunity, would be capable of doing advanced problems.

The characteristics of *diverse folks* must be kept in mind in order to insure their math success. The use of materials that can be manipulated provides experiences which are necessary for these students to understand and make connections between math problems and number symbols.

Students should be introduced to the metric system because it is a legal standard of measurement in many countries and is widely used in scientific measurement and in many industries. It is a decimal system of weights and measures and is valued for its precision. Teaching the metric system in a "hands-on" manner assists the student in understanding the concepts to be taught. This makes the connection between the metric system of measurement and our "place value" system one of the most important math concepts an adult must master.

The metric system is built on base ten, as is our monetary or place value system. Although we do not have a specific prefix to indicate one thousand, the place value which the metric prefix represents is the same. The prefix for a thousand in the metric system is the word "kilo." Place it in front of any unit of measurement and you have one thousand of that unit. (kilo-meter, kilo-gram, kilo-litera) Following is a list of the metric prefixes and their numerical meanings: mega-one million, kilo—one thousand, hecto-one hundred, deca—ten, micro—one millionth, milli—one thousandth, centi—one hundredth and deci—one tenth. This can be connected to our monetary system by pointing out that a dime is 1/10 of a dollar and a penny is 1/100 or a cent, and both are computed in base ten. Making math practical and successful for these learners is varied and necessary. Without practical application, the *diverse folks* will continue to flounder in an area of learning that should be a strength.

ATTITUDES CAUGHT NOT TAUGHT

Adult learners who come to an instructional setting with a history of minimal success or even failure in earlier schooling experiences are vulnerable human beings. They come with many misgivings; they are fearful of being embarrassed and believe their teachers or classmates may think they are stupid. They worry that they will be unable to learn and will fail again. Feelings of low self-esteem can be inferred by what they say and how they act. Some students initially display an almost defiant attitude in an effort to protect themselves from further hurt. Their attitude is often negative and pessimistic, and their expectations for success are low. These adult learners are people who must be told and shown that they can learn, and that they are not stupid. They must be helped to discover that they are intelligent people who can learn to read, to write and to do math when the way in which they are taught matches their learning style.

Teachers who view these adults as intelligent, worthwhile persons who can overcome the reading, writing and math deficiencies which have, in the past, prevented them from achieving their potential, will be conveying an attitude of respect that is a vital component for success. A teacher's enthusiasm and involvement in the process of teaching these adults to learn how to learn stimulates creativity. They discover that the basics of Systematic Integrated Teaching Learning Approach (SITLA) generate in them new ideas, alternative methods and different ways to apply techniques. Students respond, in kind, to teachers who care, are involved and show enthusiasm. In such an atmosphere, students not only learn how to learn, but they also have fun in the

process and begin to feel better about themselves. Some of the positive changes that adults exposed to the SITLA have reported are briefly described. Sylvia, a twenty-three-year-old who graduated from high school with reading skills at the second grade level, was able to read at a ninth grade reading level in three months. Finger-pacing, subvocalization and "talking books" were some of the methods incorporated into her learning and assisted her in achieving success.

Twenty-five-year-old Myrna was not able to balance her own checkbook. However, once she was exposed to the SITLA style of learning, she no longer needed this type of help.

Thirty-five-year-old Jason reported that once he began to notice facial expressions and make connections with what was happening in an interpersonal exchange, his social relationships began to improve.

Teachers are often sequential processors who use an auditory sequential curriculum. They must realize that words alone are insufficient for many learners. Thinking, feeling, seeing, practicing and hearing all are necessary in different combinations. There is an excitement and a vitality in helping people to learn via the SITLA approach because not only the student learns how to learn, but the teacher learns too.

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